



***21st Century Community Learning Centers
2015-2016 Request for Application – Continuation Programs***

**City of Hialeah
Young Leaders with Character Academic Achievers Program**

5.1 Project Abstract or Summary

The City of Hialeah's Academic Achievers program provides academic and enriching services to students in grades 6th-12th in two Title I Schools, José Martí MAST Academy (JMMA) and the City of Hialeah Educational Academy (HEA). JMMA will operate from 2:25 p.m. - 6:05 p.m. during the afterschool serving 70 students. HEA will operate from 2:35 p.m. - 6:05 p.m. during the afterschool serving 40 students. During the summer, 70 students (30 from HEA and 40 from JMMA) will be served at HEA from 7:30 a.m. to 6:30 p.m. The goals and objectives outlined are stimulating and interesting and will give students ample opportunities to enhance their knowledge and skills. Ultimately, the myriad of experiences students and their families will have by participating in the Program will encourage them to become confident, productive lifelong learners.

5.2 Continuing Improvement

Continuing improvements are based on analysis of the data collection on participant attendance, objective measurements, and stakeholder survey results. Due to the program being in its first year no formative evaluation was required for this implementation period.

Findings for preliminary analyses of the data collected indicated that the Program is making progress toward meeting project goals. Academic Achievers has committed to refining the program in several areas. Our target number of 146 (89 at JMMA and 57 at HEA) served was not met. Understanding that parents would prioritize placement of their child in an afterschool setting prior to the beginning, or at the beginning, of the school year, we lost a good number of prospective participants who found alternatives to our program. However data showed that once students were enrolled they tended to stay 30 days or more. At JMMA 74

students attended at least one day and 68 (91.8%) attended 30 days or more; while at HEA 29 students attended at least one day and 26 (89.6%) attended 30 days or more. In total, 104 students attended at least one day and 94 (91.2%) attended 30 days or more. The program will continue to recruit students from new incoming 6th grade orientations and new student orientations at the school sites.

Steady progress towards meeting academic goals in the areas of reading/literacy, mathematics, and science are being made. Although 4th quarter report card grades were not available 1st and 3rd quarter grades were used as pre/post measures. It should be noted that relating school report card grades to afterschool activities is problematic in that a direct correlation between the afterschool activities and the report card grades cannot be made because there are too many confounding variables.

During 2014-2015, it was difficult to offer college and career readiness courses due to the late start and low enrollment of high school students. We anticipate these numbers to grow for the upcoming year. The program will continue to recruit 9th to 12th grade students.

5.3.a Evaluation Plan

The program will contract with Dr. Oneyda Paneque to serve as an external evaluator. With over 15 years of experience as an evaluator and researcher, her most recent evaluation activities include 21st CCLC and The Children's Trust out of school programs and an Even Start Family Literacy Program funded by the US Department of Education (USDOE) as well as a Personnel Development Project funded by the USDOE Office of English Language Acquisition. Dr. Paneque holds a Bachelor of Arts in Spanish from Northern Illinois University, a Master of Arts in Bilingual Education and Educational Psychology from the University of Illinois, and a Doctorate of Education in Exceptional Student Education from Florida International University. Her extensive experience in education can provide an informed perspective for formative feedback to Academic Achievers and ensures valid summative evaluations of the program outcomes.

Administrative staff will comply with all of the reporting documents as required by the 21st CCLC Grant Initiative including updating information through the Profile and Performance Information Collection System (PPICS), Annual Performance Reports (APR), monthly attendance and deliverable reports, ongoing data collection, end of the year, and summative reports.

Academic Achievers will include an evaluation component including measures and outcomes reflecting the needs of students and family members. Information gleaned from the evaluation will show the impact on student academic performance. Support letters from partnering school principals indicate that student data will be provided to fulfill evaluation requirements. The Program will provide all requested evaluation data to the United States Department of Education, the Florida Department of Education and/or the Children's Forum on behalf of the FLDOE. The Program also agrees to participate in comprehensive evaluations of effectiveness of programs and activities provided with 21st CCLC funds.

A strong evaluation design is proposed for Academic Achievers combining elements of both an Objectives-Oriented Evaluation and a Management-Oriented Evaluation (Fitzpatrick, Sanders, & Worthen, 2004). These two approaches are selected to use in tandem in order to (a) determine the extent to which program participants meet the specified program objectives and (b) provide useful information to program stakeholders for decision-making regarding program planning, development, implementation, and administration. Both quantitative and qualitative data will be collected to conduct this evaluation. Pre- and post-test scores from quantitative type data collection instruments will be used to determine the degree of growth over time. Interviews will be conducted with parents, children, and staff, resulting in transcriptions that will be analyzed using a content analysis approach becoming a qualitative data source. The use of multiple data sources will provide information for a more robust and meaningful evaluation report to help shape long-term program development.

Formative evaluations will be documented on a yearly basis to collect baseline data on students in order to measure progress towards program objectives in the subsequent formative and summative evaluation reports. Data on student attendance, program operation, assessment of all program objectives, and recommendations will be included. End-of-Year Reports will be submitted in years one, three, and four. These reports will summarize annual evaluation findings relevant to the program objectives, teacher feedback, family satisfaction with the Academic Achievers Program, and recommendations for the next year. Summative reports will be prepared at the end of year two and five providing a detailed summary of the Program and progress towards meeting each program objective. The summative reports will include (a) an overview and history of the Program with indications of achievement of objectives; (b) student attendance and enrollment data; (c) information on each site program operation; (d) information on quality of each site staff; (e) assessment of each program objective; (f) other quantitative and qualitative data collected from interviews, photographs, evidence of student success stories; (g) information on program partnerships leading towards sustainability; and (h) overall recommendations.

5.3.b Measureable Objectives and Assessments

Reference Objectives Table under attachments

5.4.a Community Notice

The Project staff will maintain a project website located at www.hialeahfl.gov and update it monthly during the project period with the date of the latest update displayed on the page. This website will assist families and stakeholders in staying current about the events and services offered through the Project. A section of the website will include reports of ongoing progress to meet goals and objectives as evidenced by promising practices and data-based successes of the Project. The Program articles on student accomplishments will be displayed. Through the website, information on the importance and promise of the Project will be available to all stakeholders and interested community members. Additionally, the website will serve as

the portal through which students access web-based instruction, providing them use of the Project resources and portions of the curriculum outside of Program hours. Furthermore, information on Project applications will also be disseminated during our Advisory Board meetings.

5.4.b 21CCLC Advisory Board

Academic Achievers Program Advisory Board will be maintained and will be the group through which all community partnerships with the City and others will be coordinated. The board will consist of the school principal faculty members, students, parents, teachers, administrators, and ECS employees involved in the grant who will continue to provide informed guidance, monitor progress, problem-solve, and advocate for the program. The external evaluator will also attend these meetings to summarize and answer questions on data collection and evaluation. Advisory Board meetings will be held quarterly, aligning with the nine-week grading periods. During these meetings, student and adult family member progress across domains will be discussed including each subject area, attendance, and retention efforts. Detailed information on formative and summative reports will be discussed. Ideas for improvement and sustainability will also be discussed at each phase of the program.

5.4.c Collaboration with Private Schools

Students from Title I eligible private schools in the area of the target schools that were interested in participating and willing to collaborate following 21st CCLC guidelines were invited to register. Once the Program received funds private schools were consulted via documented phone calls and emails. Teachers and other educational personnel were also given the opportunity to apply for a teacher and/or part-time position at one of the afterschool sites. The Program, will continue to provide private schools consultations regarding program changes and continue to offer equitable services to their students, teachers, and educational personnel attending within the service area each year.

5.4.d Partnerships

There are various community partners who have agreed to support the Academic Achievers Program. These include: the Parks and Recreation Department of City of Hialeah, the Communications Office of the City of Hialeah, the Alliance for a Healthier Generation- HOST Initiative, José Martí MAST Academy, Hialeah Educational Academy, Miami-Dade College, Florida National University, and the Village Youth Services. All of these organizations are long-term partners of the City and have committed to maintaining a working relationship with the City of Hialeah on this and future endeavors.

ECS has strong partnerships with the two schools identified for this program. The City of Hialeah has been working with José Martí MAST Academy for the past nine years to provide afterschool programs to their students. Hialeah Education Academy routinely cooperates with all City departments (ECS, Libraries, Parks and Recreation, Police, Fire, Law) to bring the highest quality education experience possible to its students. It is clear that the City has established strong partnerships with these schools and will continue to strengthen these partnerships in the years to come. The City and Miami-Dade County Public Schools (M-DCPS) have a Compact Agreement, referred to by Superintendent Carvalho in the District's support letter, which is a defined framework for cooperation, resource-sharing, and a collaborative partnership. The City and the District meets periodically to review the Compact and collaborative work, and periodically reports on progress to the School Board and to the City Council. The Compact has been ratified by both bodies and is renewed upon occasion. Our overall plan is to maintain all long-term partnerships and continue to develop new community-based and education partnerships to enhance the program.

The City's partners have committed to making significant contributions that will assist in meeting the program needs and goals either through the use of facilities or goods. In-kind contributions include the use of space, electricity, and water and sewer consumption to implement the Programs at the two sites. (Snacks are provided by Miami-Dade County Public Schools Department of Food and Nutrition). The Program will keep in continuous

communication with the partners and an on-going record of the contributions provided. Letters of support are attached. Please see Table 1 (Partners Table) for details on types of services and in-kind support partners will provide aligned to the Program's needs/goals.

Table 1
Partners Table

Program Name: City of Hialeah YLC-Academic Achievers Program

Partner Agency Name	Agency Type	Contribution Type	Align to Need/Goal	Letter of Support
<i>MDCPS</i>	<i>SD</i>	<i>In-kind</i>	<i>Facility - Provide a dedicated space for program implementation at selected schools; Provide use of computers, maintenance staff, and office equipment</i> <i>School Collaboration – Encourage individual school staff to support the YLC Program</i>	<i>Yes</i>
<i>City of Hialeah Parks and Recreation Department</i>	<i>PRD</i>	<i>In-kind</i>	<i>Personal Enrichment – Teach students Tennis, Swimming and certify them as Lifeguards</i> <i>Facility – Offer use of Cultural Arts Theater for program special events</i>	<i>Yes</i>
<i>Hialeah Communications and Special Events Office</i>	<i>CBO</i>	<i>In-kind</i>	<i>Program Promotion - Provide publicity materials and distribution. Assist with marketing efforts to include Comcast's Channel 77 (Hialeah TV), website and social media.</i>	<i>Yes</i>
<i>Village Youth Services, Inc.</i>	<i>CBO</i>	<i>In-kind</i>	<i>Health and Nutrition – Provide free nutritious meals (snacks/lunches) to participating students in summer program through the Florida Summer Food Program</i>	<i>Yes</i>
<i>Alliance for a Healthier Generation- HOST Initiative</i>	<i>NPOO</i>	<i>In-kind</i>	<i>Health and Nutrition - Offer resources for health and fitness activities</i>	<i>Yes</i>
<i>Miami Dade</i>	<i>CU</i>	<i>In-kind</i>	<i>College & Career Readiness and Dropout Prevention – Provide college tours and</i>	<i>Yes</i>

<i>College</i>			<i>offer college readiness opportunities to participating students and course support</i>	
<i>Florida National University</i>	<i>CU</i>	<i>In-kind</i>	<i>College & Career Readiness and Dropout Prevention – Provide college tours and offer college readiness opportunities and course support</i>	<i>Yes</i>
<i>City of Hialeah Educational Academy (HEA)</i>	<i>CS</i>	<i>In-kind</i>	<i>Facility - Provide a dedicated space for program implementation</i> <i>School Collaboration - Supply all student data for 21st CCLC purposes. Day school staff will participate in the Advisory Board and meet with City staff and families to discuss student progress. Assist with student recruitment. Support the hiring of HEA teachers and staff for the program implementation and curriculum development.</i>	<i>Yes</i>
<i>José Martí MAST Academy (JMMA)</i>	<i>SD</i>	<i>In-kind</i>	<i>Facility - Provide a dedicated space for program implementation</i> <i>School Collaboration - Supply all student data for 21st CCLC purposes. Day school staff will participate in the Advisory Board and meet with City staff and families to discuss student progress. Assist with student recruitment. Support the hiring of JMMA teachers and staff for the program implementation and curriculum development.</i>	<i>Yes</i>

5.4.e Collaborations with the Regular School Day

Program objectives and activities were developed with the data available on academic achievement of students attending the two target schools indicate a need for improving educational outcomes. With regard to academic achievement at HEA, only half (50 percent) of students are reading at a satisfactory reading level or higher. In math, 57 percent are performing at a satisfactory level or higher. According to the *School Performance Grades Report* (2014), 11 percent of the students attending JMMA are still not performing at or above grade level in reading and 13 percent are not performing at or above grade level in math, despite being a math, science and technology magnet school.

We recognize the importance of communication between the lead agency, schools, partners, participants and families and thus have developed a plan to regularly communicate with each of these entities. Means of communication include but are not limited to accessing students' records and evaluation data and sharing students' progress with school staff and families.

We have obtained letters of support from the two home schools of the participating students. Principals of these schools have committed to sharing student data as they pertain to the students' participation in Academic Achievers. The data include, but are not limited to, attendance records, school grades, and standardized tests scores. The Project Director, in collaboration with the schools, have established an effective plan of communication between the Program and the schools where the students regularly attend and their regular day teachers to maintain smooth lines of communication about student progress on a consistent, continuous basis. School staff are also invited to check the Program webpage, which is updated regularly to inform parents of upcoming events and current student progress. Reporting information including formative and summative reports required by the 21st CCLC will be made available on the webpage for school personnel and parents to review as well.

In order to increase collaboration and coordination of services for students we plan to work with existing programs and providers in various ways. First, we will continue to invite certified teachers from the students' regular schools to join the program staff since they will be familiar with the students, the community, and the academic expectations identified in the Florida Standards. Academic services will be aligned with the school's core curriculum including literacy and math standards and Florida Standards objectives. Interested private school administrators in the service area with at-risk student population will be invited to participate in the Program.

5.4.f Sustainability

The City of Hialeah ECS Department promotes lifelong learning which starts in childhood. The City is committed to maintaining the proposed out-of-school program in both size and scope of services throughout the five year funding period. Understanding that grants funds will decrease, the City will carefully plan its programmatic needs accordingly. In order to sustain the quantity and quality of services, the number of children, and the length of operation during Years 2 to 5, the City will explore different alternative funding sources to compensate for the reduction in funding from the 21st CCLC. If no additional funding for other sources is obtained, the City has various sources of income which can be reassigned to cover the program budget. One source may be the moneys from the Community Development Block Grant (CDBG) which allows money for social services. Another alternate source of money may be the educational impact funds from local taxes. The City's partners have also committed to continue providing support for afterschool program initiatives. It is also anticipated that there will be a reduction in expenses due to less money spent on curricular materials that are not consumable. Additionally, less will be spent on external professional development activities since the staff will be trained and new staff will be trained by more experienced staff.

5.5.a Recruitment and Retention

Students will be recruited from the surrounding areas of the two proposed sites which have high numbers of at-risk students who come from low income families and speak English as a second language. Information about Academic Achievers will be distributed via Connect Ed (a telephone communications system that allows schools and the school district to send important messages to parents), the City's website, social media outlets and TV77 (the City's television station) which is also streamed on the City's website. Representatives from the Academic Achievers Program will attend New Student Orientations and Open Houses to promote the Program. Similarly, staff will attend teacher meetings to inform them about the program and ask for assistance with referrals.

School personnel will also develop a list of students identified as “at-risk” and refer them to the program. Staff will contact those families directly and invite them to participate. Families interested in participating will complete a written application. Participants will be selected according to their enrollment status at the regular day school, interest in participating in program activities, willingness to comply with the attendance policies, and parent/guardian commitment to attend and participate in Family Education Night activities. Positive communication between staff and families will encourage and promote family involvement, which will contribute to consistent, long term participation and retention. Students will be selected on a first come, first serve basis until the enrollment capacity is reached. If necessary, a waiting list will be created and students/families will be called once a slot is available.

The Program had challenges in being able to recruit and meet the number of participants originally projected in our proposal due to the late start of the previous year. Understanding that parents would prioritize placement of their child(ren) in an afterschool setting prior to the beginning, or at the beginning, of the school year, we lost a good number of prospective participants who found alternatives to our program.

Our previous experience indicates that once students are enrolled and exposed to the program activities, it is fairly easy to retain them. The unique curriculum and opportunities afforded by Academic Achievers include activities and experiences to which many in the City’s student population are unlikely to have access without participating in the program. For example, during the summer sessions students are able to enroll in enrichment programs of interest such as guitar, nutrition, cheerleading, and tennis. The STEM projects are also very creative and interactive which help keep students engaged. Lastly, the half course credit earned by participating Academic Achievers, which can be applied to graduation, is very enticing to targeted students, as are the community service hours. These opportunities keep students engaged and attending regularly.

Once a family is enrolled in the Program, specific efforts will be made to promote retention for the current year. These efforts include offering early registration for current students when summer or afterschool registration begins and hosting parent workshops on education and safety of children who attend afterschool programs versus other typical afterschool arrangements for youth (i.e. staying home alone while they wait for parents to return from work). Many of the program staff and the teachers from the students' schools will assist with building rapport and maintaining relationships from the school day to the afterschool program.

5.5.b Student Program Activities

PBL activities will incorporate the Florida Standards and be used to meet the objectives of the Academic Achievers Program and will be mastered over 10 to 12 weeks with programming for 45-60 minutes three to five days a week at all proposed sites. Each PBL will include a pre/post assessment and will culminate with a presentation by the students for the parents at a quarterly Family Education Night (FEN). Presentations will consist of various modes of technology including video, computer, and applications, and will include state of the art software such as Prezi. All of the PBLs will be provided by PCS Edventures.

Participation in Academic Achievers will enable students to take college preparation courses such as the PERT (Postsecondary Education Readiness Test). This is an opportunity which is rarely afforded to students in this community and will help bridge the gap between potential and achievement post high school graduation. The college test preparation courses will assist students in preparation of the PERT test, and if passed, will allow the participating students to enroll in dual enrollment classes through the day school. Academic Achievers will work with Miami Dade College to provide the college test preparation courses opportunities to program participants twice a week for 8 weeks.

Additional activities will be implemented at all sites throughout the school year. Thirty minutes of homework assistance, provided by tutors and certified teachers, will be offered daily. Thirty minutes of character education taught by program staff through PeaceWorks will be

provided weekly. SPARK fitness activities will be implemented by program recreational staff 3 to 5 days a week. Enrichment activities will be offered based on the interest of participants.

Once the clock hits 2:20 p.m. or 2:30 p.m. depending on the school, students head to the afterschool program located in the cafeteria. They are then greeted by program staff and sign in. Initially, once all the students arrive they wash their hands, sit at assigned tables, and then enjoy a healthy snack. Next students are separated into groups with a 1:15 ratio and partake in the engaging SPARK activities in either the fields or courts. After getting their daily dose of physical activity, participants turn to academic activities such as PBL to stimulate their minds. Additionally, participants focus on their homework and enrichment activities in the cafeteria or school classrooms for an extended amount of time. Throughout the entire day they are consistently supervised in a caring and protective environment. Finally, they conclude the day with stimulating activities such as, board games, ping-pong, jump roping, etc. until they are picked up and signed out of the afterschool program.

A minimum of six Adult Family Member meaningful activities will occur throughout the year. These services will help family members support the educational goals of the student. The program is supplemented by the Special Programs Instructor who holds an Adult Education Instructor Certificate and will conduct in-person instruction and workshops. Activities such as Adult ESL instruction and Adult Workshops will be offered.

5.5.c Adult Family Member Program Activities

Goals and activities for the adult family members of Academic Achievers are an integral component of the program. By engaging families in activities that students typically experience, families “experience” students’ academic work and can find opportunities to more easily engage their students in conversations about schoolwork.

Adult ESL - It is well documented that the majority of adult residents of Hialeah are not fluent in English. Therefore, the Program will provide instruction in English as a second language for 10-15 weeks for 1.5 to 2 hours to adult family members using an online language learning program

called the USA Learns (USA Learns). USA Learns includes an initial baseline assessment of English proficiency and provides appropriate content. The program is supplemented by in-person instruction and exercises by a Certified Adult Education Instructor. Parents will learn and improve their English proficiency while developing their digital literacy skills.

Adult Workshops – A series of Parent Academy workshops will be provided to families with the goal of bridging the gap between home and school learning. Example topics of workshops include: effective communication between teachers and parents, understanding the parent portal, and understanding the IEP process. These workshops will be offered 6 times throughout the year for 1.5 to 2 hours.

5.5.d Staffing Plan and Professional Development

Academic Achievers Program will continue to be run by Project Director, Ms. Yasmin Fernandez. She has worked for the City of Hialeah for over 11 years. During her tenure with the City she was a Center Director I for the city's Creative Learning and Play Afterschool and Summer Camp Program operated by The Children's Trust. She will be responsible for programming, planning, coordinating services for students, parents, and staff as well as collaborating with the external evaluator and program partners to ensure successful program implementation as she has done for the last year.

The 21st CLCC project will be supervised by the Director of Education of Community Services and by Department Supervisor Sharon Dziedzic, positions which require a bachelor or master's degree. The Academic Achievers Program will be administered by a full time Project Director with education and/or significant experience and be assisted by a part time Center Director who has a 40-hour child care certification certificate. Each site will have a part time camp director who is directly responsible for the daily program implementation and is assisted by part time counselors, tutors, and recreation leaders, all positions which require a high school diploma. A literacy assistant provides clerical support for the program and will also assist in direct services as a floating staff person. Certified teachers lead all academic activities.

Inclusion Aides are contracted if needed to support the inclusion of children with disabilities. Enrichment activities are offered in conjunction with contract providers who specialize in math and science enrichment, fitness and sports activities, arts enrichment, and nutrition education. The City welcomes volunteers who are over 18 years of age, who have been cleared with a background check, and who receive approval from City Administration through an established process to volunteer in City programs and facilities. In the program, volunteers would be used to support enrichment activities including in the arts, sports, and during Family Education Nights.

Academic Achievers will receive administrative support, to include all invoice tracking, budgeting, revisions, and reporting for the 21st CCLC and overseeing data entry associated with these areas, from Quentin Webb, Program Specialist, who has worked for the City of Hialeah for thirteen years. He holds a Bachelor's degree in Public Administration from Florida International University.

The City conducts a national Level II background check on every person associated with this Program including all teachers, staff, contractors, volunteers, and administrators. Before an employee or contractor is hired, the Department Director reviews background check results, using the criteria of Florida Statutes governing childcare workers to determine if he/she is fit to work with children and families. Academic Achievers, serving a middle/high school population, is exempt from licensure and therefore there is no licensure agency requirement regarding staff which must be met.

In general, each site will have a 1:15 staff:student ratio. Personal enrichment ratios will be no more than 1:20. During teacher-led academic activities a 1:10 ratio will be maintained. Children with disabilities or emotional and behavioral issues will receive services at a 1:3 staff:student ratio administered by inclusion aides, although less intensive 1:5 or 1:15 ratios may be provided based on each student's unique needs.

Ensuring all staff understand program goals and have the requisite knowledge and skills to support student learning is critical to the Program's success. Therefore, planned, differentiated professional development is embedded into the program. Certified teachers, though knowledgeable in their disciplines, may need support in teaching in an afterschool or summer program. Print, web-based, and video resources from the *Afterschool Training Toolkit for 21st Century Community Learning Centers* will serve as a source of ideas for lesson implementation in literacy, math, and science; provide myriad resources to support instruction throughout the year; and be an initial professional development experience for teachers, tutors, and other staff on a variety of instructional strategies and afterschool organizational approaches. Tutors and teachers may avail themselves of the tutorials located online and on the web. Counselors, tutors, and teachers will receive training via the self-directed web-based workshops provided by 21st CCLCs You for Youth Online Professional Learning and Technical Assistance program. Counselors and tutors will be provided with professional development sessions addressing a variety of homework assistance and behavior management approaches. Teachers, counselors and tutors will participate in a project based workshop series. Site directors, counselors, and recreational leaders will attend training on PeaceWorks and recreational leaders will receive SPARK training. All new and returning program staff will attend orientation sessions and will have the opportunity to receive CPR training. If funded, we will send the Project Director and other key staff to the Florida 21st CCLC State Conference; program and administrative staff will also participate in FLDOE Grant Fiscal Management Training.

5.5.e Program Site (Center)

The program will take place in Hialeah Educational Academy (HEA) which provides a harmless and protective environment. The school is located at Slade Park, an all-purpose park with 13 acres, a recreation center building with concession, 3 lighted baseball fields, 2 lighted basketball courts, 2 lighted tennis courts, and an e-library located within Police Substation 5,

which is on the property. Adjacent to the police station is the City of Hialeah Fire Station No. 7. These locations will be used for daily supervised activities such as sports and events offered by the program. Inside the building complex, students will partake in many classes proposed by the program, such as PBL, Mind Lab, Dance, Tennis, Guitar, Piano, Nutrition, Chess, and many more!

José Martí MAST Academy (JMMA) is a magnet school focused on providing high-end learning for students that will ultimately prepare them to successfully attend top level mathematics and science universities across our country. The school is located behind Russell Bucky Dent Park which grants ease of access to the adjacent 25 acre park, 4 baseball fields, recreation center including an indoor basketball gymnasium, and Bucky Dent water park which will be used for the swim lessons/lifeguard classes offered by the program during the summer. The school and park provide a safe environment for children due to the surrounding neighboring schools that provide a positive learning community.

5.5.f Safety and Student Transportation

Student safety is a top priority of the ECS Department; therefore several safety procedures/measures will be implemented. First, all participants will be under direct supervision of program staff at all times. All children will sign-in daily upon arrival at the site. Children will only be signed out by their parent/guardian or as indicated on the registration form. Parents will be required to inform site personnel if their child will be absent. Sign-in and sign-out procedures will be reviewed with staff and child/adult participants to ensure compliance.

During the school year, traveling to and from the sites is not an issue since the program will be held at the schools (José Martí MAST Academy and the City of Hialeah Education Academy) that the students regularly attend. Students will be picked up at the sites by the person indicated by their parent/guardian. In cases where the students will walk home, the parent/guardian will provide a written statement indicating that they have given permission for the student to do so. All of the facilities proposed are Americans with Disabilities Act (ADA)

compliant. No child shall be excluded from participating in the program provided he/she can be safely accommodated. Students will be appropriately and equitably served.

The program will ensure student safety and continue to operate the schedule number of hours during the winter months when the sun sets earlier in the evening by making arrangements with the City of Hialeah's Police Department. The police department will be asked to increase patrol in and around the surrounding areas of our target schools.

During the summer months the Program will be responsible for providing transportation during select summer activities. City vehicles will be used and drivers holding valid Commercial Driver License (CDL) classification will be hired. The City of Hialeah will provide in-kind contributions of up to one 44 passenger bus and one 13 passenger bus to aid in transportation. All staff receive training prior to transporting students on proper procedures and transportation guidelines that are set forth by the City in the policies and procedures manual. Any field trips will be chaperoned by the appropriate number of staff, a 1:15 ratio, and transportation for scheduled educational field trips will be provided by an outside contractor. All staff are trained on proper procedures of supervision and the field trip policy while out of the site to ensure safety.

The City of Hialeah has well-defined policies and a rigorous hiring procedure, whereby all staff for this Program will pass a Level II clearance. Furthermore, any partner/contractor providing direct services to the children will have appropriate clearances. Parents will be informed of off-site activities and field trips. These activities will be appropriately staffed to ensure safety at all times.

5.5.g Dissemination Plan

In order to disseminate and share information about Academic Achievers with stakeholders, the Project Director and staff will provide information sessions at family involvement events. These sessions will be conducted in English and Spanish to ensure that all of the families understand and are acquainted with program goals and outcomes. In addition, each site will have an announcement area where families can read about monthly activities and

special events as they occur. Postings will also include photos and other types of media to ensure stakeholders remain informed and encourage active participation in the program.

Academic Achievers will have a page on the City of Hialeah website which will be used as a dissemination tool. This webpage will display program objectives, progress, and links to projects created by the students. Upcoming events will be available for students, parents, and community members to view on the website. Program partners and stakeholders will be invited to post events that may be of interest to students and families. The webpage will be updated monthly during the program period and the date of the latest update will be displayed. If awarded, the webpage will be active within one month of notification of the award. The webpage will also include short articles on the accomplishments of the students who participate in the program and data from program outcomes as appropriate. Summaries of the summative reports generated for 21st CCLC will be provided to the principals of the schools.